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“Latin Inscriptions and Latin Literature” read by Professor Warren of Johns Hopkins University before the American Philological Association at its annual meeting in 1895, and published in full in the Transactions. This furnishes an excellent introduction to Professor Egbert’s book, and shows the pupil in how many ways inscriptions have contributed to our knowledge of language, history, law, and literature.

The publishers deserve hearty commendation for the excellent taste and marked liberality they have shown in the mechanical makeup of the volume.

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*The Education of the Greek People and its Influence on Civilization,*  
By THOMAS DAVIDSON. D. Appleton & Company’s International Educational Series.

IN the first chapter the author outlines his own conception of education and also gives his ideal educational programme. This chapter might well stand as an independent essay of great interest and value. Its purpose here is to present an ideal with which Greek education may be compared.

From the second chapter I cannot forbear, even at the risk of the editor’s scissors, from quoting the following: “To the cultivated Greek, life divided itself sharply into two portions, one to be devoted to means and the other to ends. Under means was included whatever related to practical life—the earning of a livelihood, politics, war, education, religious observances, etc.; under ends what were called the occupations of the muses—that is, fine art, science and philosophy. These, indeed, were the ends to which all other occupations were but means. The enjoyment of them was designated by the term *diagōgē* (a course of life), which must be clearly distinguished, not only from practical life, but also from mere play or amusement. Play was regarded as a mere preparation for practical work, therefore as a means to a means; *diagōgē*, on the contrary, was the end and aim of practical work. This distinction conditioned the whole of Greek life and education.”

If teachers and educational theorists were to clearly distinguish the ends of life and their means in the light of Mr. Davidson’s book, the coming of the educational millennium would be much hastened thereby.

In his conclusion the author presents the following excellent summary of the merits and defects of Greek education :

"Greek education did at every period of its career seek with all the means in its power, by a graded process of rational discipline, to lift men out of the bonds of animal necessity into moral freedom as the Greeks conceived it. It was at all times marked by unity, comprehensiveness, and aimfulness. It left no part of man's nature, known as such, uncared for. And so successful was it, so much did it transmute and elevate human nature, that to the Greeks is justly accorded the honor of having discovered the principle of human freedom, and of having placed the sword of victory in the hands of reason. They not only lifted the world out of barbarism, but it requires their influence even to this day to prevent it from falling back into the same. Even Christianity itself has sunk into barbarism and superstition wherever it has withdrawn itself from Greek influence. So much for the merits of Greek education. Its defects are all summed up in one. By substituting philosophy for religion, by cultivating unduly the abstract reason, which is the organ of the former, and ignoring the supernatural sense, which is the condition of the latter ; by placing the supreme activity of man in intellectual vision instead of in moral life guided by vision, love, and a good will, it failed to put itself in living relation to the supreme principle of that moral freedom which is the 'chief end of man.' In consequence Greece not only perished herself, but she left an example by following which other nations have perished—yea, and other nations will yet perish, unless, warned by her fate, they make all education culminate in the culture of the spiritual sense which reveals God, and so place religion on the throne that belongs to her as the guide and inspiration of life. Thus as Christianity without Hellenism sinks into barbarism, so Hellenism without Christianity leads to destruction. Only when united, as humanity and divinity, do they lead to life and freedom."

The author says in his preface: "This work is not intended for scholars or specialists, but for that large body of teachers throughout the country who are trying to do their duty but are suffering from that want of enthusiasm which necessarily comes from being unable clearly to see the end and purpose of their labors, or to invest any end with sublime import. I have sought to show them that the end of their work is the redemption of humanity, an essential part of that process by which it is being gradually elevated to moral freedom, and

to suggest to them the direction in which they ought to turn their chief efforts. If I can make even a few of them feel the consecration that comes from single-minded devotion to a great end I shall hold that this book has accomplished its purpose."

The writer has not failed to perform his part towards the accomplishment of this noble purpose, and the attentive reader can scarcely fail to be moved towards higher educational ideals. The subject of the book and its title may lead many who need it most to think it is not for them. It might well be entitled, A book to be read, inwardly digested, and assimilated by everyone connected with schools, including school officers and teachers, from kindergartens to universities; and by everyone else who desires to obtain a larger, clearer, and truer view of life, with its duties and privileges.

The clearness of the writer's thinking and the directness and simplicity of his expression cannot fail to make the book interesting and valuable to all its readers, even to those of limited education.

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*Studies in Education—Science, Art, History.* By B. A. HINSDALE, PH.D., LL.D. Werner School Book Company, Chicago, 1896. Pages 384.

THE leading educational men of today are numerous and by no means inactive—notice the list of authors and the range of topics in the International Education Series published by the Appletons:—Baldwin, Pickard, Parker, Hinsdale, Klemm, Howland, Boone, Martin, McLellan, Dewey, and the rest. The multiplication of books of value to the educator within comparatively a few years upon educational themes only shows how the best minds in America have concentrated their attention upon these subjects. The contributions of Dr. E. E. White, Dr. W. H. Payne and Dr. B. A. Hinsdale to educational thought may, without flattery and without disparagement of other writers, be cited as belonging in the very front rank.

In the work before us Dr. Hinsdale again places us all as his debtors. The book is a collection of twenty valuable papers upon such vital topics as the following: "Sources of Human Cultivation," "The Science and the Art of Teaching," "President Eliot on Popular Education," "The Moral and Religious Training of Children," "Payment by